

**Academies@Englewood
Racial/Ethnic Breakdown
2005-2006 School Year
9th, 10th, 11th & 12th Grades**

	2005-2006 Resident Students	%	Englewood Cliffs	%	Choice	%	2005-2006 plus Choice and Cliffs	%	% Change with Choice Students
Asian- American	14	7.49%	6	75.00%	111	42.69%	131	28.79%	21.30%
Black	102	54.55%			16	6.15%	118	25.93%	-28.61%
Caucasian	6	3.21%	1	12.50%	89	34.23%	96	21.10%	17.89%
Hispanic	62	33.16%	1	12.50%	39	15.00%	102	22.42%	-10.74%
Other	3	1.60%			5	1.92%	8	1.76%	0.15%
Total	187		8		260		455		

Choice student numbers as reported by district in April 2006

Resident student numbers as reported by district in April 2005

**ENGLEWOOD SCHOOL DISTRICT HIGH SCHOOL ENROLLMENT
2005-2006 SCHOOL YEAR**

Race/ Ethnicity	TOTAL HIGH SCHOOL ENROLLMENT		TOTAL RESIDENT HIGH SCHOOL ENROLLMENT		TOTAL RESIDENT STUDENTS ENROLLED IN ACADEMIES		TOTAL RESIDENT STUDENTS ENROLLED IN DWIGHT MORROW		
	Numbers	Percentage	Numbers	Percentage	Numbers	Percentage of Total Resident Students	Numbers	Percentage	Change in Percentage of Resident Students
Asian	145	14.15%	28	3.69%	14	1.84%	14	1.84%	-1.84%
Black	454	44.29%	438	57.71%	102	13.44%	336	44.27%	-13.44%
Caucasian	113	11.02%	23	3.03%	6	0.79%	17	2.24%	-0.79%
Hispanic	306	29.85%	266	35.05%	62	8.17%	204	26.88%	-8.17%
Other	7	0.68%	4	0.53%	3	0.40%	1	0.13%	-0.40%
Total	1025		759	74.05%	187	24.64%	572	75.36%	1.31%

These numbers are estimated using 2004-2005 enrollment data as reported in the School Report Card and Academies@Englewood data as reported by the district in April 2006.



ENGLEWOOD PUBLIC SCHOOL DISTRICT

ADMINISTRATIVE BUILDING

12 TENAFLY ROAD, ENGLEWOOD, NJ 07631 • Tel. (201) 862-6234 • Fax (201) 569-6099

CAROL A. LISA
SUPERINTENDENT

April 21, 2006

Ms. Rochelle Hendricks
Director of Innovative Programs
NJ State Department of Education
100 Riverview Executive Plaza
PO Box 500
Trenton, NJ 08625-0500

Dear Rochelle:

My colleagues and I are in receipt of your April 10th fax regarding questions relative to our work with HSTW. Each question you provided begins with statements of intent. In order to fully respond, and not be repetitive by answering each question as a singleton, we have taken the liberty to reply in a more composite fashion. The core of several questions involve the district's challenge to provide extensive staff development and simultaneously ensure that students are not short-changed by instructors attending workshops. Be assured senior management, in partnership with SREB consultants, understand that systemic change must begin with the realization that teachers know what they are expected to teach, how student performance is measured, what refinement to pedagogy must occur in order to reach desired goals, and how scaffolding, coaching, and accountability can be made seamless. To the extent humanly possible, this district is making professional development and teacher coaching a priority for grades 6-12.

We have not had a recent opportunity to tell you how much we appreciate the counseling guidance of Egle Gallagher. She has assisted us in ways that far exceed our initial expectations. Dr. Bottoms, Acting Commissioner Davy, and you and your team are to be commended for providing Englewood with the right person at the right time.

All is going very well in Englewood. The community voted 2 to 1 to pass the budget and we have three new Board members with stellar backgrounds whom we believe will contribute greatly to Englewood's current and future learning dynamic.

We hope the attached will provide you and your staff with data needed for the department's report to the State Board. Please feel free to give us a call for clarity should that be necessary.

Happy Spring!

Sincerely,

Carol A. Lisa
Superintendent

Susan Mullins
Deputy Superintendent

c: Egle Gallagher, SREB Consultant
EBOE Members

2006 APR 25 AM 8:20
RECEIVED
MULLINS/OSCCI

Englewood Public School District
Response to Communication from NJDOE
Regarding Implementation of HSTW
April 21, 2006

The Englewood Public School District is well poised for the implementation of the *High Schools That Work* tenets at Dwight Morrow High School and Janis E. Dismus Middle School. It is our intent to align the HSTW challenges, and action from the recommended HSTW Site Report, with a multi-year, phase-in district improvement plan currently in the design phase. Since 2002, members of Englewood's senior management team have proactively worked with campus leaders, faculty and Board members to facilitate a school-improvement plan modeled after the goals and objectives of **Equity and Excellence**. High expectations for all stakeholders, challenging programs of study, staff development and community partnerships have, and continue to be, the guiding force behind the district's renaissance. The ongoing challenge to create a culture of high expectations is not only consistent with HSTW principles but also the foundation for the creation of innovative programs for EPSD's K-12 population.

In order to improve teaching and learning at the high and middle schools, instructors will be required to participate in extensive staff development and simultaneously *buy into* the goals of the district's improvement plan. The district intends to support the realization of staff development and improve student-learning goals in the following ways:

- providing a common bell schedule effective September 2006 at DMHS/AE;
- creating, to the extent possible, common teacher planning time;
- adopting a yearlong staff development calendar;
- expanding tutorial/enrichment opportunities after school and on weekends;
- introducing new programs at DMHS and Dismus to include, but not be limited to, AVID, Read 180, and LEAP;
- exploring community partnerships which provide scaffolding for under achieving students including New Jersey SEEDS advocacy;
- establishing a 6-12 advisor/advisee mentor program;
- identifying and developing a faculty community of leaders and learners.

EPSD's challenge to create an ongoing culture of high expectations requires, in the immediate, the following:

- School leaders and teachers working together to create a learning environment culture that clearly communicates to all students and parents the belief that achievement and success are the result of effort and hard work.
- The constant communication of faculty to students and parents highlighting the amount and quality of work required to earn a grade of A or B. The latter must occur simultaneously with clear, precise and definable standards for quality student work.
- The identification of teacher leaders who assist faculty in pedagogy and teaching practices which garner quality work.

In order to advance the creation of a culture which demands high expectations, the district has been proactive and responsible. Highlights of current and future best practices include:

- The campus is actively engaged in the HSTW school improvement program designed to raise the level of academic requirements and student achievement through high expectations and improvements in the practice of teaching. The administration, faculty and HSTW consultant have agreed upon several key challenges which will form the work for the balance of the calendar year. Ostensibly, we are moving toward a college prep model for the majority of our students, with honors course options for all qualified and interested students. This is the core of our work in 2006, since higher levels of student achievement, combined with a rigorous program, fundamentally opens all doors and options for students.
- The high school AVID program now includes 55 students in grades 9 and 10, with 43 of those students being ninth graders. This structured student support program for the high school continues the very successful middle school AVID program which currently includes 120 students in grades 6, 7 and 8. This program not only provides tutoring and support for students, but also requires students to take at least one honors class. Enrollment in an honors class is considered to be in addition to the college preparatory level which will become commonplace on the campus next year.
- Support and extra help classes will continue to be available after school for all students in order to assist them with their studies. Staff is currently engaged in the refinement of these programs.
- The district's middle school is actively engaged in the Making Middle Grades Work feeder program. All grade 7 students next year will take a pre-algebra program. At the suggestion of our consultant, all current grade 7 students will take an algebra readiness test at the end of this year. All students who meet the readiness standard will be placed in Algebra I.
- All grade 9 students who have not had algebra in grade 8 will be enrolled in an Algebra I class.
- The district will again actively recruit for reading specialists who can serve the middle school and high school students.
- The district has assigned math and literacy coaches to the middle school to support and assist teachers. The overall goal of the coaching model is to provide sustainability for staff development and to continue to develop and improve teacher effectiveness.
- A common bell schedule for classes will prevail next year on the entire high school campus. This change assures that a foundation is in place to facilitate shared programs and facilities. The class schedule has been agreed upon by faculties from the Academies @ Englewood and Dwight Morrow High School.

- A common set of campus criteria for honors classes have been articulated to all families. Students meeting the criteria will be accepted into an honors course. Honors courses are operated under the aegis of the Academies @ Englewood program. The attached March 29 letter to parents is the result of agreements and understandings among high school campus staff and administration. This consensus included both Dwight Morrow and Academies @ Englewood staff.
- Englewood and Englewood Cliffs residents will have an opportunity to apply for admission to the Academies @ Englewood in grade 10 following an application process. This change will commence over the summer 2006.

NEW SMALL LEARNING COMMUNITIES

Consultants from HSTW have consistently reinforced to campus leaders that the ideal model for the high school reform efforts currently exists in the district at the Academies @ Englewood. The NJDOE has suggested that the model be expanded. This suggestion was further endorsed by the HSTW Site Visit Report. Therefore, the creation of new small learning communities is a goal of our Board of Education.

Sound academic standing, excellent attendance and deportment, teacher recommendations, sincere student interest and commitment in the form of a written student-parent-school contract, required for enrollment at A @ E, Academy Prep, and AVID, will also be required for acceptance to all new small learning communities. Currently in the planning stages, new small learning communities are listed and described below.

- EPSD has developed a partnership with bergenPAC, located in Englewood, to open a School for Performing Arts. To jumpstart this new initiative, DMHS offered a pilot program to 16 students during the current third trimester. The program plans to utilize performing and arts experts and artists in residence at bergenPAC to offer technical and artistic classes. We hope to attract 60 talented students for the 2006/07 academic year. The community and student body at DMHS have been excited and energized by this program and have enthusiastically embraced its growth and future prosperity.
- The Biomedicine Academy at the Academies @ Englewood has historically attracted the most number of applicants. Current career statistics attest to enormous opportunity in health related fields. Therefore, a logical expansion of a small learning community in health and medical services, under the umbrella of the Biomedicine Academy, is being planned as a pilot program during the second trimester of the 2006-2007 school year.
- Using a career ladder framework, the Information Systems Academy will also expand in 2006-2007 to include a School of Communications and New Media in partnership with the Journalism Resource Institute of Rutgers University.

TEACHER TRAINING

EPSD has on staff math and literacy coaches, funded through grants, assigned to the middle school. The work of these professionals has been augmented through the Southern Regional Education Board (SREB) math coach who has visited the district to provide math training to middle and high school faculty. School improvement goals include the training of every

faculty member through targeted professional development modeling and peer coaching. This training will utilize HSTW frameworks that support rigor and high expectations through the following methods:

- Every instructor and administrator will be required to demonstrate an understanding of the district's improvement plan. The plan will have sequential benchmarks. Principals will be further required to establish a sense of urgency with the faculty in meeting these benchmarks and in proactively encouraging every staff member to be on the same page.
- Departments will be required to develop a rubric that will stipulate criteria for evaluating the benchmarks to reach desired goals. Clarity of expectations by the teaching staff to one another is essential.
- Collaboration and cooperative learning are at the core of systemic change. In order to facilitate the opportunity for staff to work collegially, the following is planned: a common planning time for subject area teachers, a unified bell schedule, a yearlong staff development calendar; and, if necessary, stipend project work in the evenings and on weekends. It is expected that the district's new teachers' contract will also allow a weekly faculty meeting.
- Emphasis on staff development that is modeled, practiced, evaluated, and refined.

PARTNERSHIPS

The district is actively pursuing partnerships in the public and private sector. EPSD hopes to engage more actively with the following institutions:

Bergen Family Center
Rutgers University
Montclair State University
Fairleigh Dickinson University
Bergen Community College
BergenPAC
Englewood Community Fund
Englewood Hospital
Englewood Cliffs Public Schools
New Jersey SEEDS

PARENTS AS PARTNERS

A critical school improvement goal also includes the development of consistent communication methods with parents to facilitate a strong and active commitment by them in the realization of the district's reform plans. Campus leaders are, therefore, encouraged to provide the voice needed for a 100% *buy-in* from families of the implementation of the district's improvement plan. The district also hopes to reinstitute a community advisory group made up of parents, community leaders, and partners who believe good schooling is everyone's business.

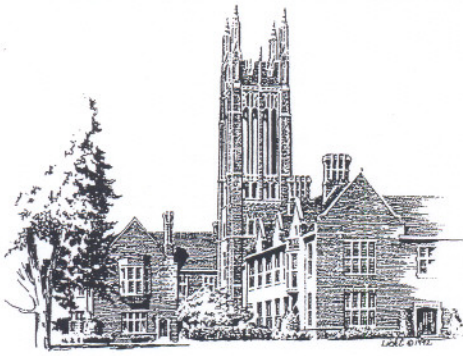
This week, Englewood residents named three new Board members. One of the candidates ran on a platform of increase parental involvement. Therefore, one of the subcommittees of the

Board may be a parent advisory committee. Board members will commit to make themselves available to Englewood families.

RESOURCES

The Englewood Public School District has a rich history in the acquisition of grants. The current community climate is positive. Resident families are cognizant of the reform measures under way. Communication of progress is now consistent vis a vis the district's *Renaissance Newsletter* (enclosed) which is distributed to all Englewood residents. The latter has produced partners who wish to be pivotal players in the continued renaissance of the district.

In order to financially support additional resources needed for staff training, district leaders intend to seek funds from outside agencies and new partners to the extent possible. If said funds are not forthcoming, senior management will seek additional assistance from our partners in the State and, regrettably, may be forced to amend current goals to be more realistically aligned with resources available.



Dwight Morrow High School

274 Knickerbocker Road, Englewood, NJ 07631
Tel: 201-862-6037 Website: dmhs.epsd.org

March 29, 2006

Dear Students, Parents and Guardians:

A significant component of our educational mission at Englewood Public School District is to offer opportunities for our high school students to participate in challenging academic courses. To that end, teachers and administrators on the campus of Dwight Morrow High School have thoughtfully formulated the criteria that must be met by students who seek to register for honors level courses for the 2006-2007 school year.

Honors courses are designed to ensure that they are comparable to honors courses across Bergen County and will prepare students for admission to competitive colleges. Characterized by rigorous curriculum, honors courses are presented at an accelerated pace. Students who participate are expected to manifest a genuine desire to learn and demonstrate the ability to work cooperatively with their classmates and teacher. Critical thinking projects, increased homework, independent research papers and supplemental reading are among the hallmark characteristics of an honors level course.

Students requesting an honors course are expected to meet the following criteria:

1. At least a grade of B in the targeted subject area in the current year's course;
2. Overall Report Card grades support the student's desire and ability to meet academic requirements;
3. Standardized Test Scores verify the student's ability to achieve academically at or above grade level;
4. Recommendation from the current subject area teacher;
5. Submit a writing sample from the student's portfolio that demonstrates the student's ability to sustain written discourse in a coherent, organized and grammatically correct manner;
6. A student signed contract agreeing to accept the challenges of academic rigor, complete all assignments and manifest appropriate deportment. A parent's signature must endorse the contract; and
7. Evidence of an attendance and deportment record that is conducive to success in an honors level class.

Students seeking admission to honors level courses are encouraged to express their desire to their guidance counselor, obtain, complete and submit the contract form and provide his/her writing sample prior to or during the course selection process. Guidance counselors will review each student's qualifications as they align to the honors criteria listed above. The guidance counselor will inform each student if his/her request has been approved.

Respectfully,

Ellen Conlon,
Director of Curriculum & Instruction

Paula Valenti,
Principal

James Smith,
Principal